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ABSTRACT

There is a growing concern at the national, state, and local levels over the number of students who are leaving school without graduating. In response to this concern, Spokane School District No. 81 in Spokane, Washington established a ninth-grade task force to examine the issue of dropouts. This report reviews related literature examined by the task force, highlights out-of-district program designs that maximize the success of ninth graders and dropouts in general, tabulates and analyzes district data on dropouts, and provides recommendations for further study. Tables are included which illustrate dropout rates by state for 1982 and 1984; the District No. 81 annual state dropout report; and District No. 81 dropout data comparisons by year and grade level for 1969 through 1972, 1976 through 1979, and 1983 through 1986. Figures illustrate the economic impact of dropouts, issues related to dropout-prone students in a middle-class suburban high school, the percent of 9th through 12th graders who drop out by year and by grade level, and the Spokane School District No. 81 curriculum and intervention programs and services. Materials relevant to the task force operations are appended. (NB)

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# THE NINTH GRADER AND BEYOND

## A Review of the Ninth Grade Task Force

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October 1986

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# THE NINTH GRADER AND BEYOND

## A Review of the Ninth Grade Task Force

## INTRODUCTION

There is a growing concern at the national, state, and local level for the number of students who are leaving school early (U.S. Department of Education, 1984). In response to this concern, Spokane School District No. 81 established a ninth-grade task force in February 1986 to examine this concern to be assured that we are providing optimum success for ninth graders before and after entering high school. The task force was divided into a working and review committee with approved objectives (Appendix 1 and 1A).

The following sections will review related literature examined by the task force; highlight out-of-district program designs that maximize the success of ninth graders and dropouts in general; tabulate and analyze district data; and provide recommendations for further study in 1986-87.

## REVIEW OF LITERATURE

### Definition of a Dropout

Hammack (1986) concludes after sampling several large school districts "that there is no single or standard definition of a dropout utilized by the school systems" (p. 337). To demonstrate the complexity of a definition, Morrow (1986) explains that:

> The term dropout has been used to designate a variety of early school leavers: (1) pushouts--undesirable students; (2) disaffiliated--students no longer wishing to be associated with the schools; (3) educational mortalities--students failing to complete a program; (4) capable dropouts--family socialization did not agree with school demands; and (5) stopouts--dropouts who return to school, usually within the same academic year (p. 343).

For the purpose of the task force, a dropout is "a pupil who leaves school for any reason, except for long-term illness or death, before graduation or completion of studies, and without transferring to another school" (Department of Instruction, p. 7, 1981).

### The Problem

Nationally, one of every four students entering the eighth grade will drop out before graduating with the ratio jumping to two of four in the inner cities. Dropout estimates for Native American, Hispanics, and Black youth range from 35 to 85 percent (NEA, 1986). Crawford and Viadero (1986) reported "More than half of the black and Hispanic high school students who were sophomores in 1980 had dropped out of school or graduated 'at risk' by 1984."

According to the Bureau of Census, more than one-third of dropouts were jobless in 1981, compared to 21 percent of high school graduates. Only 14 percent of males and 3 percent of females who left school as sophomores in 1980 had skilled jobs (Education USA, p. 140). About one-fourth of the 18 year olds in the United States have not completed high school (Education USA, 1986, p. 137).

Chiles (1986), a U.S. Senator from Florida, describes the situation as a national problem and that "everyone has an obligation to do something about it." In Table 1, the U.S. Department of Education (1984) provides the percentage of ninth-grade students who do not make it through graduation in each state. Washington State ranks 28th. In the Seattle School District stated, "one-fifth of the students are leaving the district every year and nobody knows why or where they're going" (Seattle Post-Intelligencer, 1984).

Experts contend as many as 25 percent of our students never graduate from high school, and this trend has been continuing for years. Twenty-eight percent of today's high school freshmen will not stick around long enough to earn diplomas. Two-thirds of the nation's current droputs, ages 16-22, are considered unemployable (Stimson, 1986).

Since 1983, over 35 national agencies and research and policy groups have focused their attention on the problem of dropouts, and they have been supported by over 300 state commissions and task forces. Those changes resulting from these studies have been immediate, direct, and action focused. The National Foundation for the Improvement of Education outlines two approaches that implement and reinforce each other in reaching solutions: (1) teacher information exchanges designed to identify what works successfully for dropout prevention; and (2) a blueprint for success which includes components and strategies in developing successful dropout prevention programs (NEA, 1986).

Fallon (1985) reports that the superintendent of public instruction in California, Bill Horrig, directed school districts to increase by 25 percent the number of dropouts back into the public school system. Schools were also directed to strengthen their "building power" by developing programs or strategies that improve both the climate in which instruction takes place and its effectiveness. Horrig (1985) released figures that demonstrated a decline in the attrition rate of 10 percent for a total of 29 percent. He has identified three areas needed for continual development: (1) data collection on dropouts, (2) model program implementation, and (3) expanded successful school offerings.

The Spokane School District's "Stay-In-School Report," completed by the Department of Instruction (1981), identified three areas related to the problem of students dropping out of school: (1) that the percentage of students dropping out of school is increasing; (2) that the number of girls dropping out is increasing; and (3) that students are dropping out of school at an earlier age/grade. The report makes specific recommendations in the categories of early identification, academic skills, alternative programs, support staff, occupational exploration and skill development, staff development, attitudes, communications, and public relations. Progress of these recommendations is available from student services under separate cover.

## TABLE 1: DROPOUT RATES

Here is the percentage of ninth-grade students who do not make it through graduation in each state.

| | 1982 | 1984 | Rank* |
|---|---|---|---|
| Alabama | 36.6 | 37.9 | 3 |
| Alaska | 35.7 | 25.3 | 27T |
| Arizona | 36.6 | 35.4 | 11T |
| Arkansas | 26.6 | 24.8 | 30T |
| California | 39.9 | 36.8 | 8 |
| Colorado | 29.1 | 24.6 | 31 |
| Connecticut | 29.4 | 20.9 | 41 |
| Delaware | 25.3 | 28.9 | 18 |
| D.C. | 43.1 | 44.8 | 1 |
| Florida | 39.8 | 37.8 | 5T |
| Georgia | 35.0 | 36.9 | 7 |
| Hawaii | 25.1 | 26.8 | 22 |
| Idaho | 25.6 | 24.2 | 32 |
| Illinois | 23.9 | 25.5 | 25 |
| Indiana | 28.3 | 23.0 | 35 |
| Iowa | 15.9 | 14.0 | 48 |
| Kansas | 19.3 | 18.3 | 43 |
| Kentucky | 34.1 | 31.6 | 13 |
| Louisiana | 38.5 | 43.3 | 2 |
| Maine | 27.9 | 22.8 | 37T |
| Maryland | 25.2 | 22.2 | 39 |
| Massachusetts | 23.6 | 25.7 | 24 |
| Michigan | 28.4 | 27.8 | 19 |
| Minnesota | 11.8 | 10.7 | 51 |
| Mississippi | 38.7 | 37.6 | 6 |
| Missouri | 25.8 | 23.8 | 34 |
| Montana | 21.3 | 17.9 | 44 |
| Nebraska | 18.1 | 13.7 | 50T |
| Nevada | 35.2 | 33.5 | 12 |
| New Hampshire | 23.0 | 24.8 | 30T |
| New Jersey | 23.5 | 22.3 | 38 |
| New Mexico | 30.6 | 29.0 | 17 |
| New York | 36.6 | 37.8 | 5T |
| North Carolina | 32.9 | 30.7 | 15 |
| North Dakota | 16.1 | 13.7 | 50T |
| Ohio | 22.5 | 20.0 | 42 |
| Oklahoma | 29.2 | 26.9 | 21T |
| Oregon | 27.6 | 26.1 | 23 |
| Pennsylvania | 24.0 | 22.8 | 37T |
| Rhode Island | 27.3 | 31.3 | 14 |
| South Carolina | 37.4 | 35.5 | 9 |
| South Dakota | 17.3 | 14.5 | 47 |
| Tennessee | 32.2 | 29.5 | 16 |
| Texas | 36.4 | 35.4 | 11T |
| Utah | 25.0 | 21.3 | 40 |
| Vermont | 20.4 | 16.9 | 45 |
| Virginia | 26.2 | 25.3 | 27T |
| Washington | 23.9 | 24.9 | 28 |
| West Virginia | 33.7 | 26.9 | 21T |
| Wisconsin | 16.9 | 15.5 | 46 |
| Wyoming | 27.6 | 24.0 | 33 |
| Average | 30.3 | 29.1 | — |

*T means a tied ranking.

Source: U.S. Department of Education.

In the Spokane School District, the annual dropout rates for the last three years are outlined in Table 2.

TABLE 2: DISTRICT NO. 81 P-210 ANNUAL STATE DROPOUT REPORT

| Year | Grade | | | |
|---|---|---|---|---|
| | 9 | 10 | 11 | 12 |
| 1983-84 | 232 | 178 | 138 | 8 |
| 1984-85 | 320 | 190 | 151 | 88 |
| 1985-86 | 248 | 202 | 132 | 18 |

Economically, dropouts are going to earn $237 billion less during their lifetimes than will high school graduates, and state and local governments will collect $71 billion less in taxes (Mann, 1986). This economic impact on the dropout problem is illustrated in Figure 1. David Hornbeck, president-elect of council of chief state school officers, stressed that the issue of at-risk students is closely linked to the issue of economic growth at the local, state, and national level (Montague 1986). The economic costs of the dropout problem are difficult to estimate, but Levin (1972) projected costs for lost tax revenue from high school dropouts at $71 billion, welfare and unemployment costs at $3 billion, and crime and prevention costs at $3 billion.

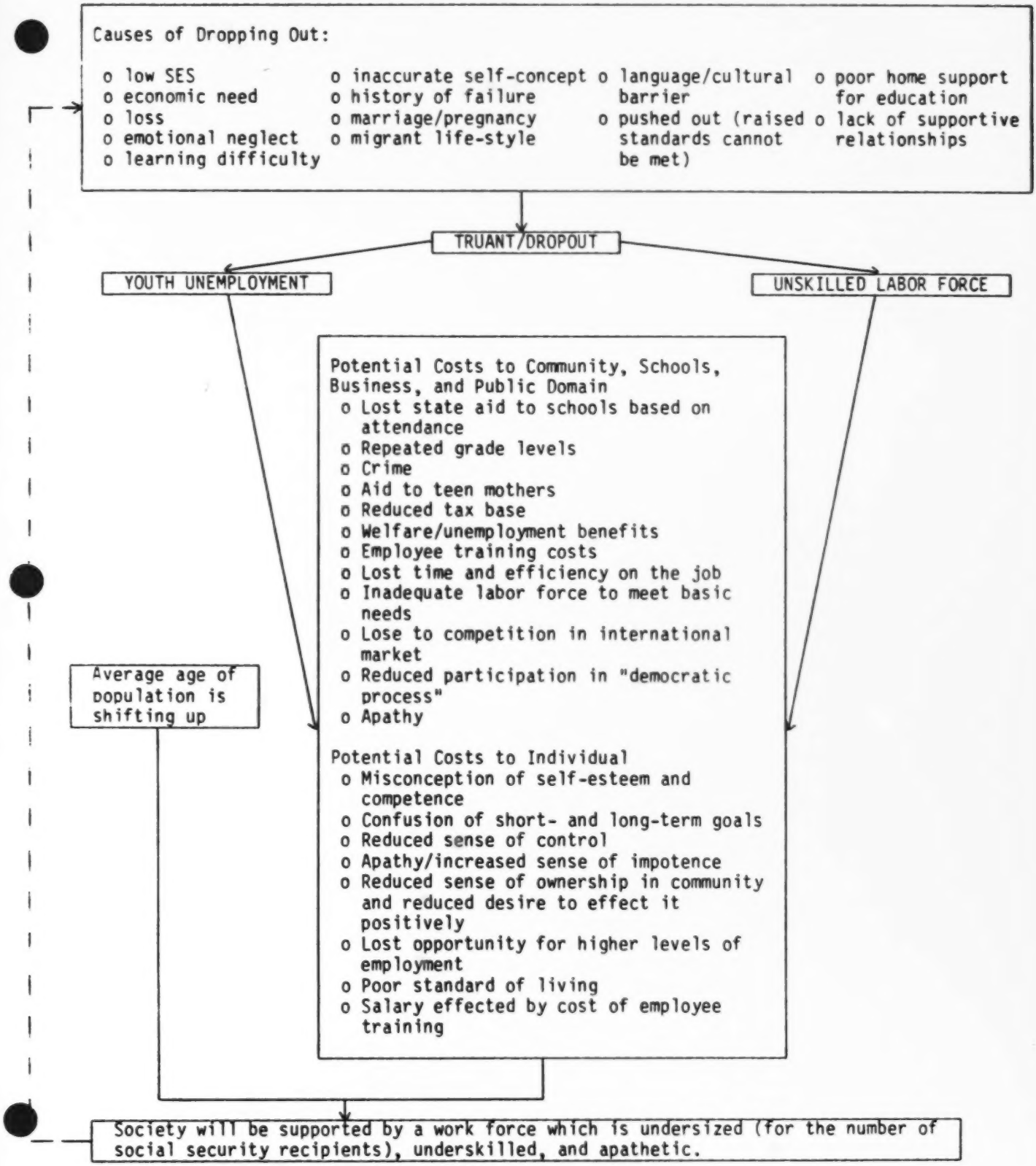
Causes and Characterization

Harris (1980), in his chart on "Smoke Screens and Issues" (see Figure 2), demonstrated that there could be multiple layers of problems underlying why a student drops out of school. His theory was that unless we address at least some of the underlying problems such as emotional and social skills, we will not be able to successfully affect the outer layers of problems such as academics and dropping out.

National Center for Education Statistics (Freeland, 1986) in a study of 60,000 tenth and twelfth graders offers the following description of the high school dropout:

1. Most come from bottom 25 percent in family income.
2. Lack basic skills.
3. Low self-esteem.
4. Believe they have little control over their future.
5. Most average in the 16th percentile in school performance.
6. Does less homework.
7. Scores lower on tests.
8. Held back at least one grade.

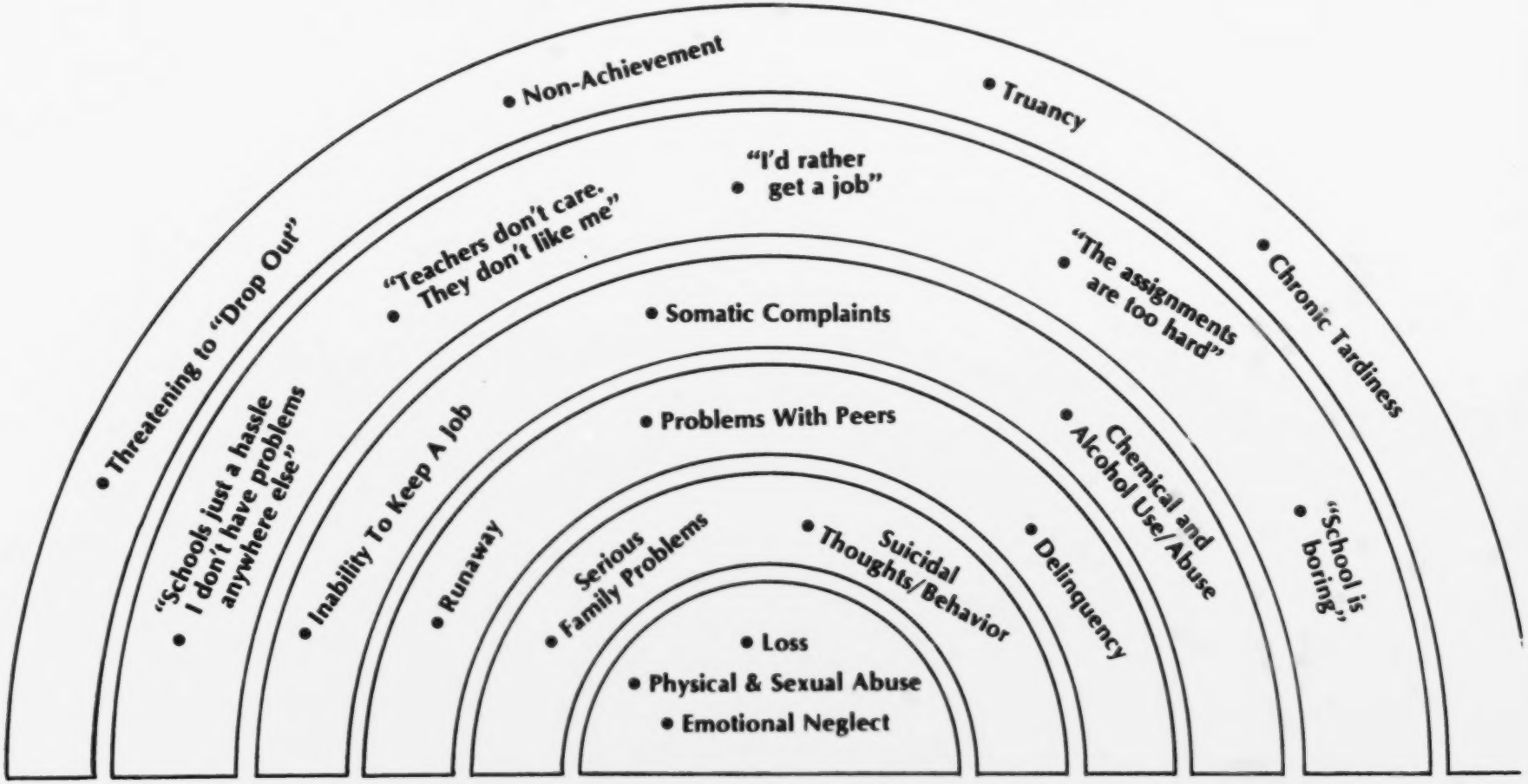
FIGURE 1: THE DROPOUT PROBLEM: AN OVERVIEW


Causes of Dropping Out:
o low SES
o economic need
o loss
o emotional neglect
o learning difficulty
o inaccurate self-concept
o history of failure
o marriage/pregnancy
o migrant life-style
o language/cultural barrier
o pushed out (raised standards cannot be met)
o poor home support for education
o lack of supportive relationships
TRUANT/DROPOUT
YOUTH UNEMPLOYMENT
UNSKILLED LABOR FORCE
Potential Costs to Community, Schools, Business, and Public Domain
o Lost state aid to schools based on attendance
o Repeated grade levels
o Crime
o Aid to teen mothers
o Reduced tax base
o Welfare/unemployment benefits
o Employee training costs
o Lost time and efficiency on the job
o Inadequate labor force to meet basic needs
o Lose to competition in international market
o Reduced participation in "democratic process"
o Apathy
Potential Costs to Individual
o Misconception of self-esteem and competence
o Confusion of short- and long-term goals
o Reduced sense of control
o Apathy/increased sense of impotence
o Reduced sense of ownership in community and reduced desire to effect it positively
o Lost opportunity for higher levels of employment
o Poor standard of living
o Salary effected by cost of employee training
Average age of population is shifting up
Society will be supported by a work force which is undersized (for the number of social security recipients), underskilled, and apathetic.

## Figure 2

### Dropout Prone Students in a Middle-Class Suburban High School

### AN EXAMINATION OF THE SMOKE SCREENS AND ISSUES



9. Changed schools several times.

10. Have behavior problems.

11. Certain groups, especially Native Americans and Hispanics, average 48 to 45 of the dropout rate (p. 138).

California Open Road Research (Education USA, 1986) points out that "unalterable circumstances" are among the biggest contributors to a student dropping out. A student's language, culture, sexual orientation, and race play a large role in making it difficult for some youths to complete high school. Thornburg (1985) concludes, after sampling 224 junior high students about their attitudes toward school:

> . . . that student attitudes toward school are more positive than negative and have remained somewhat stable across time, across different populations, and across regions (p. 37).

In 1984, Brown, Kerr, Zigmond, and Harris interviewed 327 "successful" students and 315 "unsuccessful" students and concluded "that these two groups did not express significantly different opinions" with regard to critical school survival skills. They conclude their study by stating:

> Unsuccessful students are not completely ignorant of their responsibilities as high school students. Unsuccessful students seem to have adopted a passive attitude toward school and changing students from passive to active learner may be a good starting point for any intervention program (p. 17).

In analyzing the effects of increased standards on the dropout-prone students, Foley (1985) examined eight alternative schools in the public education association and identified two factors effecting students' progress. First, the characteristics of the students at the time they entered the alternative school and his or her performance in the first semester at an alternative school. Foley states that:

> Students either connected to the school in the first semester and significantly improved their credit accumulation and attendance or they languished and eventually dropped out. The schools' effect tended to be either immediate or nonexistent (p. 25).

A U.S. Education Department Report study found "poor grades" among the top reasons for leaving cited by dropouts. "Pregnancy" was named by nearly a fourth of the females, while "job offers" drew away 27 percent of the males. A third of all the students simply said: "School was not for me" (U.S. News and World Report, 1986).

Making students feel that school is important and that their presence matters is the cornerstone of dropout prevention efforts. However, simply caring is not enough. It must be reinforced with strict standards for attendance and behavior, small classes, and teachers who are as much friends and counselors as subject-matter experts.

The best evidence for the potential positive impact of the proposed curriculum refocus comes from a series of studies by Alexander and Associates (Alexander and McDill, 1976; Alexander, Cook, and McDill, 1978; Alexander and Cook, 1982; Alexander and Pallas, 1984). These studies examine the effects of high school curriculum on several important measures, including standardized test performance, goals for the future, and the likelihood of attending college. The potential costs of raising standards, according to McDill, Natriello, and Pallas, 1986, center around three areas:

1. A restricted core of curriculum requirements may lead to greater academic stratification and less student choice in school.

2. More demanding time requirements in school may lead to more conflicts between the demands of schools and other demands placed on students.

3. Required higher levels of achievement may lead to more student experience with failure without apparent remedies (p. 149-152).

The implementation of the recently recommended reforms may not bring excellence in education for all students. If academic standards are raised and students are not provided with substantial additional help to attain them, it seems reasonable to expect that at-risk students--those socially and academically disadvantaged--will be more likely than ever to experience frustration and failure (McDill, Natriello, and Pallas, 1986).

Instead of concentrating efforts on identifying causes, characteristics, and definitions of dropouts, Natriello, Pallas, and McDill (1986) believe that school districts must understand the importance of school processes on students if we truly want to understand the dropout. There is a glaring absence of data on the experience of students and teachers inside the school.

Examining school processes and their effects on students center around several areas. Fine (1986) describes situations in an urban public high school in which the staff failed to respond at all to student decisions to leave school. Weklaye and Ritter (1985) argue that feedback students receive in schools often leave them little opportunity to experience success. When school programs and practices are consistent with the cultural conditions under which students live, educators are able to be more responsive to individual students. Students encounter problems when the staff and program of a school are unable to relate to the very real conditions in which students find themselves. Perhaps the most crucial aspect of the school organization is being responsive to the needs and concerns of students lies in the capacity of the school staff to assess on a continuing basis the impact of their program on students, including dropouts (Fine, 1986).

Successful Programs and Other Reports

The National Association of Secondary School Principals conducted a comprehensive study related to the ninth grader on March 3, 1984. One hundred forty-one schools (45 junior high and 71 high schools) were simultaneously observed across the country for the purpose of gaining information about ninth-grade students. Observations were made in the areas of instructional program/content, teaching arrangements, instructional techniques, teacher-student interaction, student-student interaction, physical environment, advis-

ing, counseling, and opportunities for social skill learning. Results of this project are both positive and expressions of concern. The positive generalizations are as follows:

1. Schools for ninth graders, whatever the organizational pattern in which they are located, are well-organized and running smoothly.

2. Physical facilities for the most part are quite adequate and maintenance is good.

3. Students are well-behaved and cooperative.

4. Teachers are conscientious, supportive, and well-intentioned.

5. Students perceive their teachers in a very positive light.

6. Ninth graders, regardless of their grade configuration, believe their schools to be excellent.

7. Ninth graders are generally enrolled in basic academic courses and are not taking an array of "soft" electives (NASSP, 1985, pp. 72-73).

Generalizations that identify areas of concern are summarized as follows:

1. There is a clear lack of meaningful interaction between students and teachers.

2. The instructional program is heavily dominated by the textbook.

3. The ninth-grade program is fragmented into separate subjects.

4. Little diversity is given to the instruction given to ninth graders.

5. A great deal of class time is taken up in routines.

6. Ninth graders are expected to sit for excessive periods of time and to engage in too many passive activities.

7. There is almost a complete separation of students' socialization interests and planned classroom activities (NASSP, 1985, p. 73).

In this study, some specific points of attack for efforts to improve ninth-grade programs are offered:

a. Teachers should consider how they can increase the number of active activities for ninth graders.

b. Teachers should analyze their classroom procedures to determine ways of reducing time that may be lost.

c. The counseling and guidance needs of ninth graders should be analyzed to see how existing efforts and programs meet these needs.

d. Teachers of ninth graders should exert special efforts to increase substantially meaningful intellectual interaction with students. Most ninth graders now have the mental development that will permit them to think analytically, and they should be assisted in doing so.

e. In 9-12 schools, special provisions should be made to involve ninth graders in student activities.

A "Potpourri of Low-Cost Prevention Activities" is described by Daugherty and Novak (1981) (Appendix 2). These activities encompass a wide range of activities that staff can implement during a school year. Oftentimes all that is needed is a commitment to implement and follow through with specific low-cost strategies as those identified by the task force working and review committees (Appendix 3).

Freeland (1986) reports in Education USA that few programs are actually reported that "retrieve dropouts" but those that exist emphasize direct contact between the school and student. "That contact, handled well, is important evidence to youths that the schools want them back" (p. 140).

Stimson (1986) also describes five "hallmarks" for successful dropout prevention programs. They are: (1) student centered; (2) funded adequately; (3) trained, commited staff; (4) low teacher-student ratios; and (5) the total community is involved.

In New York City, which recently cut its dropout rate to 35 percent from 45 percent, students at ten high schools receive extensive counseling and in-house jobs like tutoring and many have work that lets them earn money as they build self-esteem. More schools are opening chapters of 70001, a national nonprofit organization that provides job training and high school equivalency classes to dropouts. Eighty percent of the students complete the program and 60 percent are still employed 90 days after graduation (U.S. News and World Report, 1986).

We have better national descriptors of youth at risk than we have local descriptions of programs that work (Mann, 1986). Mann suggests two steps to use in analyzing "what works" in dropout prevention: (1) know what was done (intervention), to whom (etiology), and with what effect; (2) apply a "framework that captures differences among programs that may be related to differences in outcomes" (p. 69). Mann continues by offering the four Cs to describe programs and/or interventions that are helpful: cash, care, computers, and coalitions. These four ingredients, working together, can make a difference and provide direction to a "blizzard of approaches." Bronfenbrenner (1986) advocates that the school is in the best position of all U.S. institutions to initiate and strengthen links that support children and adolescents. He specifically supports a curriculum for caring through learning and experience and mentors for for the young.

A growing body of knowledge demonstrates that multimodel programs such as "Skills for Adolescents" can prevent the kind of youthful alienation associated with inappropriate behavior, poor school performance, alcohol and drug abuse, and related problems (Gerler, 1986). Since multimodel education was first discussed in The Kappan (Gerler, 1980), several studies have found that

such an approach significantly improves students' school attendance, classroom behavior, and grades in mathematics and language arts (Gerler, 1980, 1984, and 1985).

In Oklahoma City schools, an alternative program assists students in resolving conflict, improving attendance, and making decisions by having students spend two and one-half days a week in academic skill classes and two and one-half days a week in one of several vocational programs (Halodick and Diment, 1986). To earn one credit, the students are required to complete 70 hours in a subject. After spending a semester in the program, students evaluate their progress with a counselor and decide whether to continue in the program or return to their home school. Halodick and Diment (1986) point out that "a vital part of the success of this program is the individual and group inservice sessions for faculty and counseling staff" (p. 56).

What are the causes and impacts of dropouts, and what should be done to reduce their numbers was addressed by the Washington Round Table (Zirbrist, 1985). The highlights of this report stress:

1. School programs that effectively deal with at-risk students utilize teaching and administrative methods that stress interpersonal guidance and self-esteem development of the at-risk student (p. 12).

2. Transition remediation work done in grades 7-9 is often lost when a student moves to high school (p. 14).

3. Few secondary schools make any effort to recruit dropouts back into school. Alternative programs designed to be successful with dropouts generally use an outreach coordinator to do the recruiting and subsequent support of reinterred dropouts (p. 16).

4. Vocational programs offer another choice for at-risk students if programs provide a mix of vocational training and basic skills (p. 15).

## RESULTS AND RECOMMENDATIONS

1. The number and percentage of 9-12 grade students who are dropouts for three-year intervals since 1969 by grade is described in Table 3 and graphically displayed in Figure 3. It is evident in Table 3 that a shift has occurred between 1980 and 1983 and the ninth and tenth grade are now absorbing the loss of students where the eleventh and twelfth grades used to stand out. The implementation of REAL school, Skill Center, and Bridge along with the movement of the ninth graders to the high school in 1981 could partially account for the shift. Continuing data on dropouts and high-risk students needs to be gathered and reported.

2. Figure 4 provides an overview of curriculum and intervention programs and services presently offered in District No. 81. These curriculum and intervention K-12 programs are evaluated annually (Instructional Planning and Program Evaluation, 1986) and correlate to identified populations at specific grade levels. For future planning, these programs

should be correlated with Figure 2, Smoke Screens and Issues (Harris, 1980), in order to provide what Mann (1986) referred to as a "framework that captures differences among programs that may be related to differences in outcomes."

3. Implement a three-year staff development project for teachers of ninth graders. This should be consistent with the district equity theme and could be organized from a coordinated building and central effort.

   a. This staff development plan would be developed and approved for implementation in 1987-88 and incorporate the following research-based opportunities:

      (1) Teacher information exchanges about successful techniques used with ninth graders.

      (2) A sharing of strategies that can make students feel important.

      (3) Analyses of school process on students to increase understanding.

      (4) Planning time to develop activity-based activities.

      (5) Time to reassess the impact of curriculum/programs on students (Fine, 1986; Natriello, 1986; Stimson, 1986, U.S. News and World Report, 1986).

   b. District staff and local expertise should be primarily used for this project. The ninth grader needs to be perceived as a junior high/middle-level student. Many of the characteristics identified in the junior high study (Spokane School District No. 81, 1984) apply to the ninth grade student and teacher.

   c. Topics could include study skills integration, developmental age needs, attitude skill development, academic expectations, and classroom techniques that can incorporate the concepts related to the world of work, self-esteem, career development, equity, and other activity-based infusion techniques applicable to teachers.

   d. A series of one-day workshops could be provided to teachers by regional counselors on "how to avoid power struggles." This would follow Gazda's model of human relations development (Gazda, 1979) and could occur simultaneously in the second year of the project.

4. Continue meeting for 1986-87 to gather information and analyze data for objectives 1, 4, 5, and 6.

   Objective 1: Identify a profile of the ninth grader by sampling students with the "High School and Beyond" survey given to ninth graders by the OSPI "Freshman Survey" in 1984-85. These results would be shared with department heads and teachers of ninth graders and used to plan.

Objective 4: Continue to analyze data on Project ROGERS and reentry concepts for 7-12 graders based on an educational clinic model. The educational clinic concept can succeed within the school district.

Objective 5: Develop a plan to establish a curriculum development committee to begin a two-year process of developing and approving a K-12 affective educational curriculum that incorporates self-esteem, decision-making, and life skills training. The interrelationship of personal safety, Here's Looking at You II, Project Aware, health SLOs, human growth and development, human effectiveness training, elementary classroom guidance, equity activities for students, and various decision-making units in individual subject areas is critical for long-range planning and needs a scope and sequence (K-12). This is necessary in order to maximize all elements of the district programs. "Working together can make a difference and provide a direction to a blizzard of approaches" (Mann, 1986).

Objective 6: Share and examine successful activities for transition and planning for registration and orientation in 1987-88.

5. Implement a reentry system that incorporates the educational assessment center (Appendix 5).

6. Assign selected regional counselors to the 9-10 grades in all high schools to conduct group work with identified high-risk students.

7. Expand RAP services to all high schools by second semester of 1986-87 school year.

8. Review and monitor Project ROGERS. This is a pilot project for Rogers High School that is being funded by district Chapter 2 funds. This model utilizes the concept of SALT program at the junior high and should be considered for expansion.

9. Distribute to buildings through assistant principals "Success Manuals for Teachers, Parents, and Administrators of Ninth Grade Students" (North Thurston High School, 1985) to utilize with teacher and parent orientations.

10. Implement a GED preparatory class at Jantsch High School. This is in progress and implementation is recommended.

11. Distribute materials to buildings about staff mentor projects. This should be similar to that designed by the Kelso School District and encourages an "adopt-a-student" concept for high-risk students.

12. Distribute "low-cost dropout prevention lists of activities" to buildings' principals and area directors to assist in the development of building long-range plans.

13. Develop for 1987-88 a class for high-risk students that underlines both vocational training and academic reinforcement for the same students. This would incorporate the expansion of PROJECT Rogers with a vocational component.

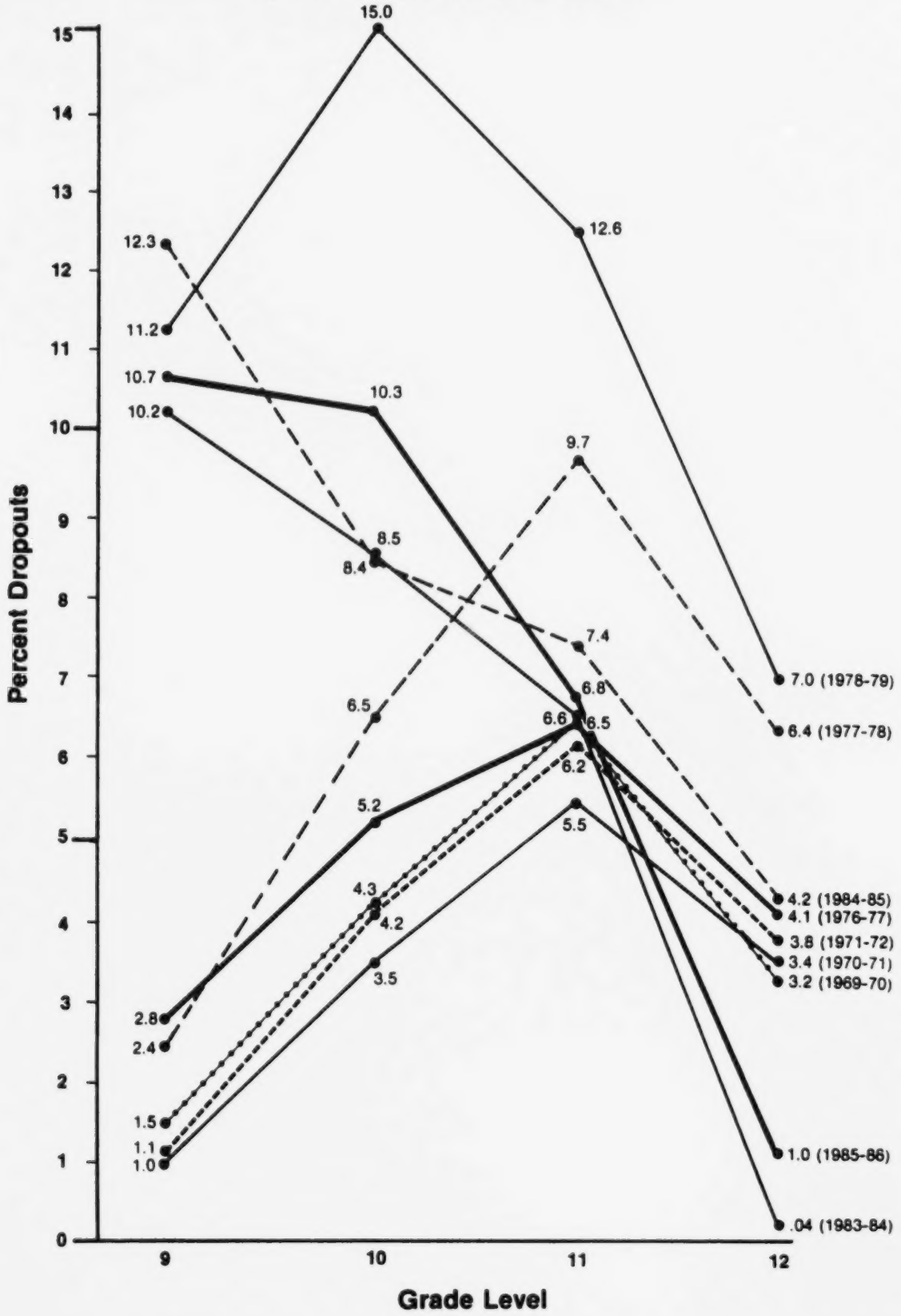
14. Encourage the adoption of the middle-school advisory concept at the ninth-grade level. Materials are ready and adaptable at the ninth-grade level. Ninth graders need a home base.

## TABLE 3: DISTRICT NO. 81 DROPOUT DATA COMPARISONS BY YEAR AND GRADE LEVEL FOR 1969 THROUGH 1972, 1976 THROUGH 1979, AND 1983 THROUGH 1986*

| Grade | School Year | Total District Enrollment by Grade | Number of Dropouts | Dropouts as a Percentage of Total Grade Enrollment |
|---|---|---|---|---|
| 9 | 1969-70 | 3,060 | 47 | 1.54 |
| | 1970-71 | 3,008 | 32 | 1.06 |
| | 1971-72 | 2,999 | 34 | 1.13 |
| | 1976-77 | 2,442 | 71 | 2.80 |
| | 1977-78 | 2,442 | 61 | 2.40 |
| | 1978-79 | 2,220 | 281 | 11.20 |
| | 1983-84 | 2,255 | 232 | 10.20 |
| | 1984-85 | 2,612 | 320 | 12.30 |
| | 1985-86 | 2,318 | 248 | 10.70 |
| 10 | 1969-70 | 2,941 | 126 | 4.28 |
| | 1970-71 | 3,041 | 107 | 3.52 |
| | 1971-72 | 2,987 | 126 | 4.22 |
| | 1976-77 | 2,391 | 132 | 5.20 |
| | 1977-78 | 2,246 | 157 | 6.50 |
| | 1978-79 | 2,252 | 397 | 15.00 |
| | 1983-84 | 2,094 | 178 | 8.50 |
| | 1984-85 | 2,254 | 190 | 8.40 |
| | 1985-86 | 1,960 | 202 | 10.30 |
| 11 | 1969-70 | 2,996 | 196 | 6.54 |
| | 1970-71 | 2,859 | 158 | 5.53 |
| | 1971-72 | 2,935 | 183 | 6.24 |
| | 1976-77 | 2,296 | 160 | 6.50 |
| | 1977-78 | 2,212 | 238 | 9.70 |
| | 1978-79 | 1,997 | 288 | 12.60 |
| | 1983-84 | 2,089 | 138 | 6.60 |
| | 1984-85 | 2,032 | 151 | 7.40 |
| | 1985-86 | 1,941 | 132 | 6.80 |
| 12 | 1969-70 | 2,764 | 89 | 3.22 |
| | 1970-71 | 2,757 | 94 | 3.41 |
| | 1971-72 | 2,632 | 100 | 3.80 |
| | 1976-77 | 2,036 | 87 | 4.10 |
| | 1977-78 | 2,046 | 141 | 6.40 |
| | 1978-79 | 1,981 | 150 | 7.00 |
| | 1983-84 | 2,022 | 8 | .40 |
| | 1984-85 | 2,097 | 88 | 4.20 |
| | 1985-86 | 1,925 | 18 | .10 |

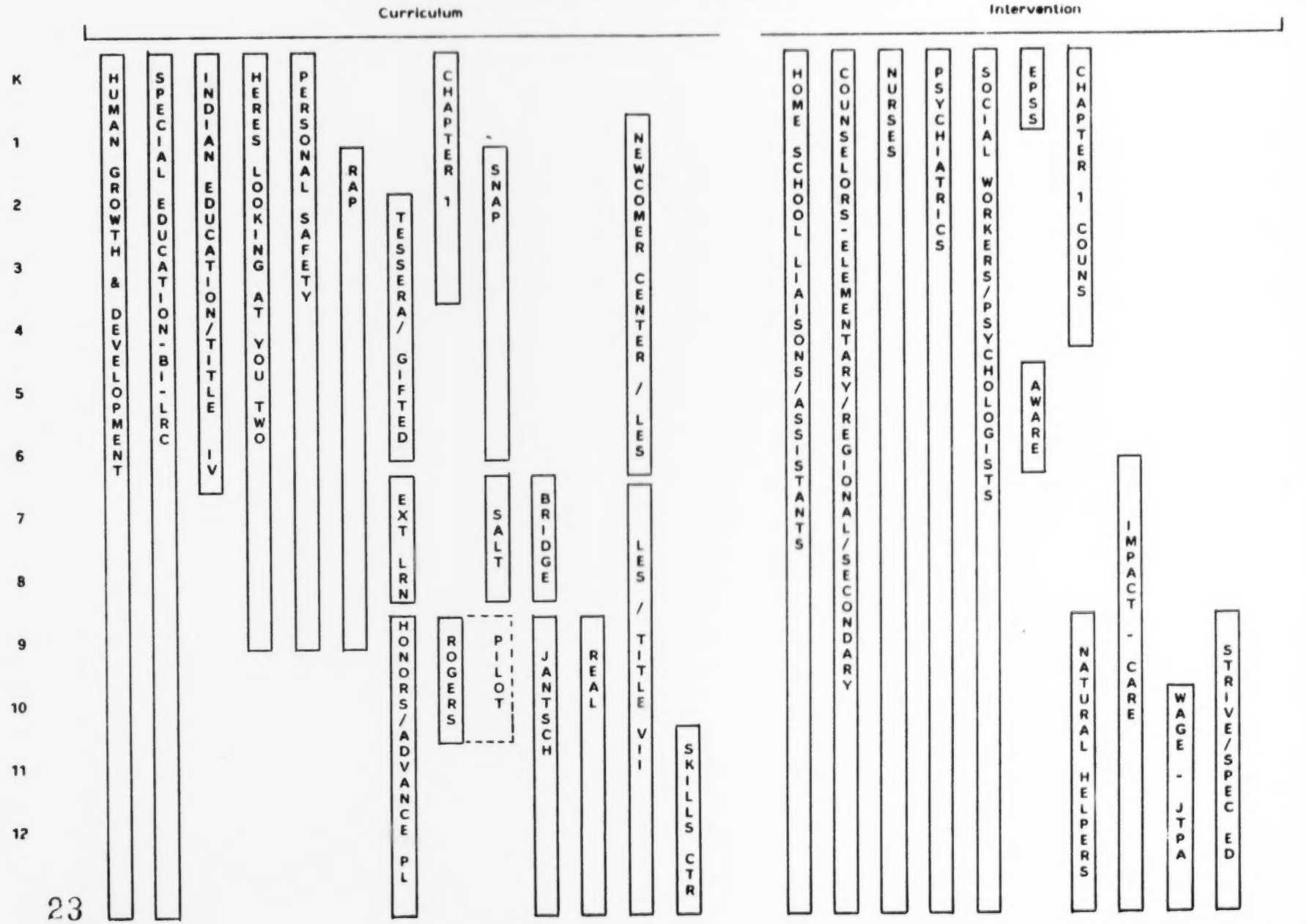
*Data for 1969-72 were taken from the 1972 dropout report developed by the guidance department, while the 1976-79 dropout data was retrieved from ESD 101 files. Percents were computed using May 1 enrollments from building P223 forms and pupil services files for regular students (Stay-In-School Project, 1980).

## FIGURE 3: Percent of 9-12 Grade Students Who Are Dropouts, By Year and Grade Level



SPOKANE SCHOOL DISTRICT

FIGURE 4: CURRICULUM AND INTERVENTION PROGRAMS AND SERVICES



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# APPENDICES

## APPENDIX 1

## THE NINTH GRADE TASK FORCE*

GOAL: To assure optimum success for ninth graders after entering high school.

OBJECTIVES:

1. To identify a profile of the ninth-grade student, and specifically the ninth-grade dropout.
2. To clarify and recommend program options available to ninth-grade students in their home school.
3. To recommend staff development activities that will promote effective student-teacher interaction at the ninth-grade level.
4. To identify the causes of why some ninth graders are not attending and clarify alternatives.
5. To identify and recommend successful activities that will promote the continued development of a positive sense of self-worth.
6. To identify and recommend successful transition activities before and during the ninth-grade year.
7. To maximize the success of ninth graders who are in attendance and provide appropriate program responses to their needs.

*Approved by area directors and supervisors, January 1986.

## APPENDIX 1A

## THE NINTH GRADER

Working Committee:

| | |
|---|---|
| Chair; Supervisor, Student Services | Roger Emerson |
| Director of Special Services | Ed Gaffney |
| Area IV Director | Jack Mathews |
| Senior High Teacher* | Barbara Slaughter, Lewis and Clark |
| Senior High Counselors | Joe Busch, Rogers; Juanita Everson, Lewis and Clark; and Jan Blair, Ferris |
| Senior High Assistant Principals | Sandy Fink, North Central; and Don Miller, Shadle Park |
| Senior High Principal | Jon Bentz, Ferris |
| Junior High Principal | LaMar Fielding, Garry |
| Junior High Vice Principal | Brad Lundstrom, Glover |
| Junior High Counselor | Ginny Lathem, Garry |
| Supervisor, Curriculum | Joan Kingrey |
| Coordinator, Student Services | Mary Brown |
| Coordinator, Activities | Herb Rotchford, Rogers |

Review Committee:

| | |
|---|---|
| Director of Special Services | Ed Gaffney |
| Area IV Director | Jack Mathews |
| Supervisor, Curriculum | Joan Kingrey |
| Coordinator, Student Services | Mary Brown |
| Coordinator, Gifted Education | Dave Petty |
| Coordinator, Special Education | Mike Jarvis |
| Coordinator, Activities | Herb Rotchford, Rogers |
| High School Principal | Dick Pelkie, North Central |
| Assistant Principals, Attendance and Discipline | Dennis Schuerman, North Central; Clayton Small, Ferris; and Wallace Williams, Lewis and Clark |
| Assistant Principals, Curriculum | Carl Crowe, Lewis and Clark; Mary Haugen, Rogers; and Geri O'Dell, Shadle Park |
| Jantsch High School Principal | Pat McKeirnan |
| Junior High Principal | LaMar Fielding, Garry |
| Senior High Teachers* | Andrea Crisp, Rogers; Mick Miller, North Central; and Glenn Williams, Lewis and Clark |
| Junior High Teacher* | Carol Olsen, Shaw |
| Senior High Counselors | Don Walter, North Central; Jeannie Lancaster, Shadle Park; and Sue Wilke, Jantsch |
| Regional Counselor | Joyce Johnson, Jantsch Center |
| Junior High Counselor | Ginny Lathem, Garry |
| High School Liaison | Kathy Renner, Shadle Park |
| Elementary Principal | Gloria Morris, Audubon |
| Representative, CAC | Charlene Denison and Linda Metler |
| Representative, PTSO | Diana Sargeant |
| Representative, Affirmative Action Council | Annette Wilkinson |

## APPENDIX 2

# POTPOURRI OF LOW-COST DROPOUT-PREVENTION ACTIVITIES

Developed by

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(608) 271-3090

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2405 Apache Drive
Madison, WI 53711
(608) 274-0681

## POTPOURRI OF LOW-COST DROPOUT-PREVENTION ACTIVITIES

. Build dropout prevention efforts on previously/currently successful programs and activities.

. Use dropout-prone students as tutors to younger students in interage peer-tutoring programs.

. Encourage individual staff members to take a personal interest in one or two students both in school and outside of school through an advisement or "adopt-a-student" program.

. Have individual staff members "adopt a student" for the entire time the student attends school in that particular building; then the staff member helps to ease the transition to the next school the student attends by taking them to visit the school, meet with some teachers, and help student identify the next person to "adopt" them.

. Implement an enrichment tutoring approach which focuses on talented and gifted students.

. Encourage administrators, dropout prevention staff, etc., to say positive things about individual (dropout-prone) students to help school staff understand or see the students in a more positive/acceptable light.

. Utilize students as tutors to dropout-prone students in peer tutoring programs/activities.

. Promote dropout-prone students to volunteer to help community social service-providing agencies.

. Have teachers/counselors help dropout-prone students with study skills; e.g., student who never completes homework assignments because he/she forgets to take books home could be helped by putting homework assignments in top of locker throughout the day so that when in a hurry to catch the bus the homework is in the top and books without assignments are in the bottom of the locker.

. Use special events to generate interest in the school and education; e.g., parent/child dinners, gym nights, art nights, alumni reunions.

. Invite students in dropout-prevention program and students who have left school to talk about their jobs, what they do, the type of people they work with, working conditions, potential promotions, salary/wages, employer attitudes toward employees, etc.

. Utilize CETA youth programs to provide work and training opportunities.

. Have dropout-prone student in program/activity assume responsibility for plants, etc., in "drop-in center," counseling area, teachers' lounge, conference room.

. Have dropout-prone student in program assume responsibility for reading newspapers and posting job openings on bulletin board in program room.

- Have dropout-prone student in program (with typing skills) type newsletter, news releases, thank-you letters for speakers, etc.

- Have program students paint pictures, draw cartoons, make posters, refinish used furniture, etc., for "drop-in center," counseling center, program room, teachers' meeting room.

- Utilize volunteers from community to help in classrooms and throughout the school.

- Develop a system where volunteers call parents of students who are absent.

- Encourage retired persons to help/volunteer to work with or spend time with potential dropouts.

- Organize volunteers to help with clerical tasks; e.g., typing, bookkeeping, filing, organizing materials.

- Solicit college students to volunteer to work with, tutor, and develop resources/materials for remedial and/or gifted dropout-prone students.

- Disseminate dropout-prevention program/activity newsletter for school, staff, parents, and community.

- Prepare news releases for school and local radio and/or television stations, newspapers, etc.

- Ask local businesses and industries to pay for radio or television spots.

- Ask business, industry public relations people to help develop a dropout-prevention campaign, improve school image campaign, etc.

- Request and use donations of discarded equipment, supplies, etc., for program activity.

- Ask business, trade, and industry to make small donations; e.g., "$25 will buy us a couch for the drop-in center."

- Invite workers to talk to students about their jobs, need for high school diploma, usefulness of an education, etc.

- Encourage employers to talk to their employees, many of whom are parents, about the importance of a high school diploma, how to help their children in school, etc.

- Promote community development of work sites for dropout-prone youth.

- Ask business and industry groups/companies to let you talk to their employees, many of whom are parents, about helping their children stay in school, how to talk with or ask questions of teachers, etc.

- Have local business and industries write letters that can be shown to potential dropouts that tell why they want to hire people with diplomas.

- Ask local printer to donate printing services for posters, fliers, newsletters, etc.

- Encourage school staff, school board members, advisory committee members, business and industry, etc., to express their support for dropout prevention efforts in writing so that it can be shared with others.

- Establish a home visit program to improve home-school relations.

- Involve both mothers and fathers in conferences to discuss student progress, problems, etc.

- Have parents participate on advisory committees, task forces, or assessment/evaluation teams.

- Invite and encourage parents to help at school.

- Request school staff to call parents when potential dropout has done something "good"--not only when there is a problem.

- Make ongoing or current parenting skills classess accessible/inviting to parents of dropout-prone students.

- Hold conferences/visits/meetings with parents of dropout-prone youth.

- Ask school staff to assist in curriculum development and selection of resources/materials to use with dropout-prone students.

- Use junior high texts for remedial materials in senior high.

- Make "used" post-secondary texts (vocational education, college) available for gifted and talented dropout-prone students.

- Use newspapers, magazines, paperbacks, etc., for current, less expensive classroom materials (staff might bring in day-old papers; local newspaper might donate extra papers).

- Have dropout-prevention staff work with other school staff members to develop materials, audiovisual resources, etc., that present program/activities to the school, students, of community; e.g., art teacher might design posters, English or journalism teacher could write news releases/newsletter, staff member with photography interest could take/develop pictures of students in dropout-prevention program activities.

- Have school board members participate in program planning.

- Have dropout-prevention staff meet with school board members to keep them informed, gain their support, etc.

- Have staff make presentations to local groups about the dropout problem, what people in the community can do to help the schools, and what the school is doing to meet the needs of its students.

- Identify "a shaker and a mover" to get the idea and plan for dropout prevention going.

- Have dropout-prevention staff spend time in teachers' lounge (or appropriate location) to increase visibility and communication with other staff.

- Invite school staff (teaching, clerical, maintenance, etc.) to talk with dropout-prone students about their experiences, jobs, careers.

- Ask school staff members to report/comment on the attendance, attitude, performance, etc., of students participating in the dropout-prevention activities.

- Identify "leaders" of various staff groups, then work with them to "win" their support and encourage their support for dropout-prevention efforts.

- Offer inservice, educational, or awareness activities to school staff to explain dropout-prevention program/activity objectives, functions, etc.

- Involve school staff in the planning and implementation of dropout-prevention efforts.

- Generate an attitude of "caring for students" and a general atmosphere of "I am/we are interested in you as a student and individual" in the school district (this frequently begins with the school administrators).

- Promote dropout-prevention staff to meet with members of school staff on an individual basis (in addition to group presentations or discussions).

- Involve school staff in evaluation/feedback activities.

- Use local public library community information and referral service for information concerning government and private services available to help your local dropout-prevention effort.

- Request information, suggestions, etc., from individuals working with dropout-prone students in other schools in area/state/nation.

- Conduct meetings and/or cooperative efforts with church groups.

- Utilize/develop parent/family support groups within the church network.

- Encourage dropout-prone youth to utilize services available through local Job Service office.

- Initiate cooperative efforts with post-secondary schools, colleges, and universities (e.g., advanced placement, enrollment in courses) to provide services to dropout-prone youth.

- Make services available to dropout-prone youth through vocational, technical, and adult education (VTAE) system.

- Encourage constructive feedback from the community--and school.

- Borrow student and teacher materials with specific information (e.g., life skills, career education) and aimed at different skill levels through the "free loan library" (service available through the Wisconsin Vocational Studies Center, University of Wisconsin-Madison).

## APPENDIX 3

### BRAINSTORMING ACTIVITY
### BY REVIEW COMMITTEE, NINTH GRADE TASK FORCE
### April 20, 1986

### DROPOUT PREVENTION--LITTLE OR NO MONEY

Buddy system--all social groups included.

Teacher--adopt a student.

Leader weekend--all groups.

Initiation rites--eliminate.

Best teachers teach freshmen--reeducation of faculty.

Put-downs--staff and students (money reallocation).

Self-esteem of teachers.

School newspaper--put-downs.

Student body goes to ninth grade activities--not always given old uniforms.

Preexpectations of teachers toward ninth graders--talking down to them.

Heterogeneous groupings.

Another liaison--notify parents of absence right away.

No negative comments by faculty.

Parent involvement.

(Ninth grade parent support group.)

Increased communication with parents.

Reassess the tracking system created by the honors and advanced placement system. (Lack of honors students does not pull fringe kids up in regular classroom.)

Encourage student interaction with teacher outside class time.

Homeroom with planned curriculum--maybe once a week.

In-school orientation.

During school year: small group/large group--expectations, goals, discipline policy.

Increase parent involvement/communication--interaction.

- Academic
- Counseling
- Let parents know their responsibilities; give them options and standards.
- Need to hear "the school's side."

Profile and identify the "high-risk" to ninth grade course drop student in eighth grade.

Series of junior/senior high interaction meetings.

Ninth grade parent support group to communicate with other ninth grader parents and get them out to events.

PTSA, teacher/student "Adopt a Student."

Teaching styles.

Teacher attitudes (willing to change).

Inservice sessions.

Flexible schedules/days.

Blocking or team teaching.

Self-esteem.

Self-management skills (responsible).

Parent involvement.

Early identification of dropouts--assign.

Two students to teach staff member.

Detailed, student-centered orientation.

High school initiated programs.

Parental involvement:

- Spring visitations
- Registration
- Ongoing information nights
- Social events

Coordination/support/time with middle schools.

Transition activities in middle school advisory.

Interdisciplinary ninth grade teacher/counselor teams equals expectations/ consistency/study skills.

Attract teachers who enjoy ninth graders.

Homeroom--partnerships.

Individualized instruction.

Homeroom/advisory.

Target dropouts (potential) early.
Provide intervention

Peer tutor.

Cocurricular programs--intramurals.

To develop interest in school.

Buddy system (big brother--big sister).

Parent involvement.

Community center involvement.

Re-do counseling pattern.

Parent support group (parenting).
--parent professional
--parent nights

Scheduling alternatives.
--block
--self-contained

Ninth grade coordinator.
--counselor
--parents
--teacher consultant
--troubleshooter/high risk

Workshops focusing on needs of ninth graders.

More counselors.

More counseling staff.

More programs to address.

Social needs--support groups, etc.

Smaller classes.

More counseling.

Bring in outside sources (resources).

Design a homeroom program.

Liaisons.

Mediation programs--individual.

New money:

- Counselors
- Smaller class size
- Programs within programs
- Facility updates

SALT-type program.

Focus tutoring services for high-risk students.

More community interaction.

Advisory-type program for fall orientation.

Homeroom?

Case-manager approach with high-risk students.

Prevention:

- Natural helpers
- Personal safety
- Total wellness

Comprehensive tutoring program.

Quality teacher placement.

Teacher support.

- Aides
- Smaller class size

More career exploration.

Technical assistants to help with class scheduling to free up counselors for counseling.

## APPENDIX 4

## THE NINTH GRADER

## BRAINSTORMING BY WORKING COMMITTEE, NINTH GRADE TASK FORCE

May 10, 1986

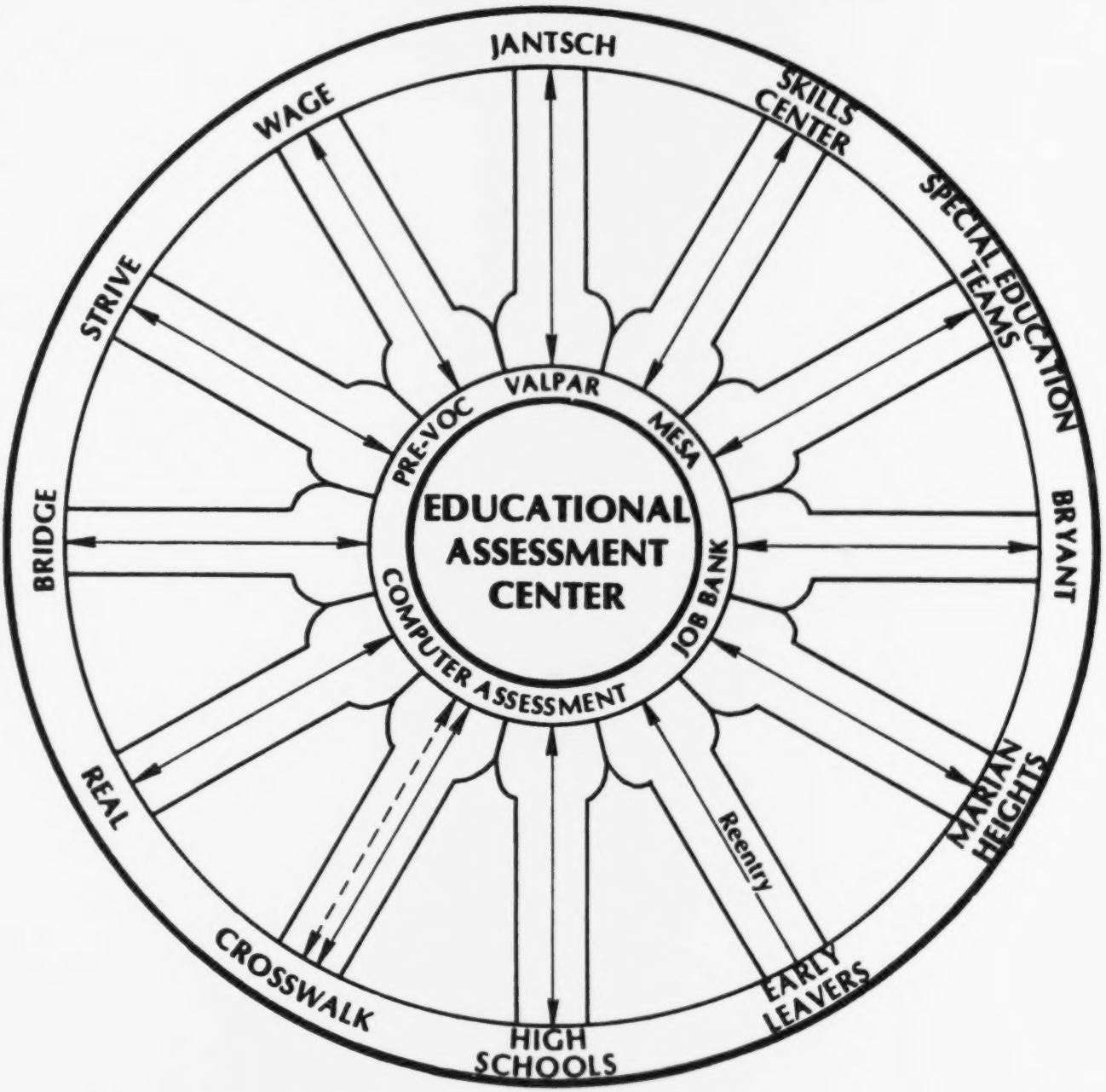
| Review Committee Tally | |
|---|---|
| 8 | 1. Staff development inservice programs need to be developed for ninth grade teachers. These programs need to deal with the specific problems that arise in the ninth grader's life. They need to be ongoing--not once every other year. |
| 4 | 2. Ideally, a mentor program should be developed for all ninth grade students--if not all, at least the identified high-risk students. |
| 6 | 3. Block scheduling of ninth grade students into math/science, social studies/English blocks with team teachers who are (at least) empathetic with students. |
| 3 | 4. The curriculum of the blocks should include a great deal of positive self-image and study skills materials. |
| 4 | 5. Some inducement to quality teachers to work with ninth graders; i.e., smaller class size, extra prep period, extra pay. |
| 6 | 6. Expansion of RAP and SALT programs be explored for 1986-87 school year. |
| 3 | 7. That a semester class be developed and implemented in the 1987-88 school year that would be required of ninth graders. This would be an additional requirement within the 42 credits required to graduate and would reduce the number of electives by one credit. Social studies classes would be selected during the tenth grade level, and the semester class could be matched up with health. |
| 1. | 8. A staff development project involving the developmental needs of ninth grade students be planned and implemented for all teachers of ninth graders. |

| Review Committee Tally | | |
|---|---|---|
| 10 | 9. | Stronger transition between eighth and ninth.<br>. Registration<br>a. Preregistration<br>b. Time for questions <u>before</u> registration.<br>(1) Parent evening.<br>(2) Time for questions after school.<br>c. Registration<br><br>. Visitation<br>a. In the spring--groups of 60-75 to high school--teacher supervision essential.<br>b. Parent evening (have two to accommodate working folks).<br>c. Fall visitation. |
| 4 | | . Activities at ninth grade<br>a. Midyear checkup regarding credits and four-year plan.<br>b. Intensive counseling (individual/groups) for students identified via attendance of problems (first quarter).<br>c. Fun stuff.<br>d. Optional? Class for students at risk. |
| 1 | 10. | Block scheduling<br>. High-risk students (identified at eighth grade level and after first quarter of ninth grade).<br>. English/social studies.<br>. During homeroom/advisory period (this says I think this is an important consideration also). |
| 6 | 11. | Teacher selection<br>. Assessment for folks <u>wanting</u> to teach ninth grade.<br>. Some system of reward (fewer prep--find out what would be a system of reward by asking the teachers).<br>. Student evaluation of ninth grade teachers.<br>. Mentor/advisory program.<br>. Staff development/inservice time to assist ninth grade teachers. |
| 2 | 12. | High-risk ninth graders (i.e., attendance, academic, emotional problems) would be identified prior to the entrance of high school and placed in block English and social studies classes for two periods per day. |
| 2 | 13. | High-risk ninth graders need not take the core curriculum, but may defer mathematics for one year and abbreviate the schedule to a five-period day if deemed appropriate for that student. |

| Review Committee Tally | | |
|---|---|---|
| 7 | 14. | The homeroom would become a regularly functioning part of the school day in all District No. 81 high schools for purposes of sharing information, support, and continuity throughout high school years, grades 9-12. |
| 7 | 15. | A mentor program would be established in each District No. 81 high school for all high-risk ninth grade students and any other ninth grade students wishing to participate. |
| 4 | 16. | A ninth grade transition program would be initiated in each District No. 81 high school appropriate to the needs of the community. This transition program would begin in the spring of the eighth grade and continue through grade nine showcasing an individual four-year plan, extracurricular activities, student responsibilities and rights, assured services, etc. Such a transition program would involve the entire ninth grade population in each district high school. |
| 5 | 17. | Transition activities for the ninth grade would specifically include get-togethers for the entire class as a "group"; e.g., all-school barbecue in the days prior to school's opening and at least one freshman retreat. The freshman retreat would be on a volunteer basis and would be held at a site away from the school's campus for a time deemed appropriate by the school's ninth grade staff, who would assist in facilitating such meetings. |
| 2 | 18. | A leadership class for ninth graders would be taught as an elective for freshmen only to foster positive school spirit, student government, self-esteem, leadership skills, etc. The class would be a one-semester class to be repeated with a new group of freshmen the spring semester. Students would be encouraged to take the class through their ninth grade teachers and counselor, but an entire matrix of students would be registered into the class. |
| 1 | 19. | Support RAP and SALT programs with self-contained classrooms--teachers move. |
| 1 | 20. | Support this. Consider using honor students as tutors and natural helpers for support also. |
| | 21. | Question <u>requiring</u> the class. |
| | 22. | Support staff development to be held during one of the "optional" days prior to school opening. |

| Review Committee Tally | | |
|---|---|---|
| 5 | 23. | Suggestion: Incorporate study skills, three-ring notebook, positive image building, across the curriculum. Use ninth grade English classes to teach WASSP study skills program at beginning of year with follow-up activities at least twice per semester. Develop follow-up activities for other departments to reinforce during the course of the year. Need to provide teachers with suggestions as to actual activities and monitor implementation. |
| 2 | 24. | More liaison time--and define responsibilities. |
| 4 | 25. | Increased communication with parents; ninth grade parent advisory. |
| | 26. | Assessment center for students not attending; reentry. |
| 1 | 27. | More counseling; 1:500 is too many. |
| | 28. | Early identification. |
| | 29. | One-on-one tutoring. |
| | 30. | Increase career counseling. |
| | 31. | Utilize outside resources. |

# SPOKANE SCHOOL DISTRICT
## Educational Assessment Center

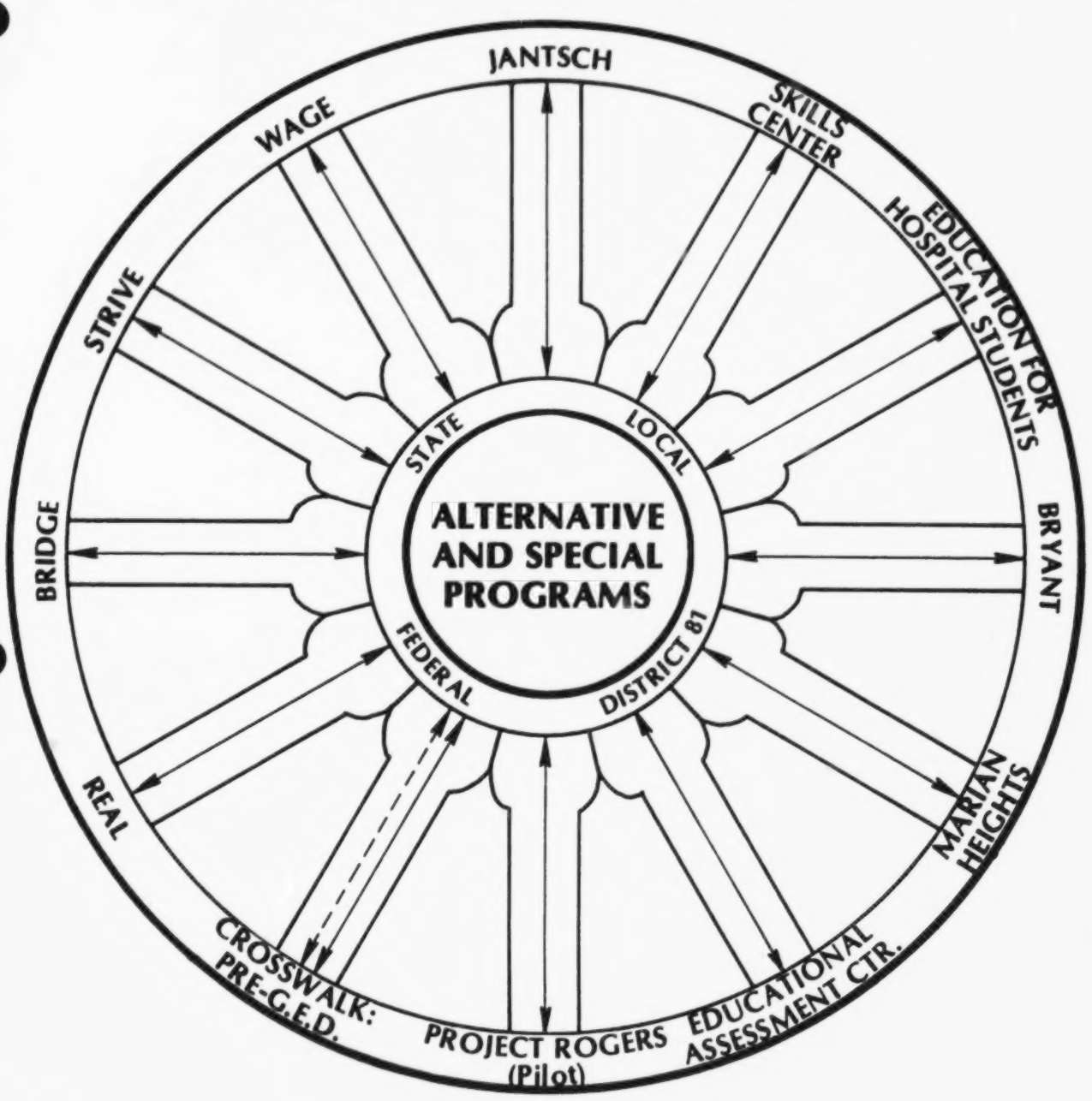



Community Program

Referral / Feedback
Placement

**DIRECTION THROUGH GUIDANCE**
**"Helping Students Identify Their Skills Related to the World of Work"**

# SPOKANE SCHOOL DISTRICT
## Alternative and Special Programs




Community Program

**"SERVICING THE SCHOOL, THE HOME AND THE COMMUNITY"**

## UNIQUE NEEDS DESERVE INNOVATIVE PROGRAMS

**JOSEPH JANTSCH HIGH SCHOOL** Jantsch has the same basic purpose as the other secondary schools of Spokane, that is to develop educated, productive citizens. The small student body of 450 allows personal support for students, who for various reasons are not able to adjust to regular high school programs.

**SPOKANE AREA VOCATIONAL SKILLS CENTER** Serving eight school districts, the Skills Center at North 4141 Regal Street has an enrollment of approximately 750 and is the largest facility of its type in Washington. Fashion Merchandising and Running Your Own Business are two new vocational programs that have been added to the fourteen already offered.

**EDUCATION FOR HOSPITAL STUDENTS** The school district provides home-hospital tutors and teachers on site at Deaconess Medical Center's Care Unit, Shriners Hospital for Crippled Children, Sacred Heart Medical Center's Child Psychiatric Unit, and local in-patient alcohol/drug treatment programs.

**BRYANT** Approximately 45 developmentally disabled students, ages 6-21, attend Bryant School. Here they study functional academics, daily living skills, socialization, recreation/leisure, and vocational skills, while preparing for transition into ordinary community interaction.

**MARIAN HEIGHTS BEHAVIOR INTERVENTION PROGRAM** Located at West 3754 Indian Trail, this senior high facility educates emotionally and behaviorally handicapped students. Strict principles of behavior management are employed to integrate student academic achievement with social skills and emotional development.

**EDUCATIONAL ASSESSMENT CENTER** This center, located at Joseph Jantsch High School, helps students identify their vocational skills, aptitudes, and interests. Career development reports are

prepared for each participating student in such areas as perceptual discrimination, dexterity, coordination, tool usage, and career qualifications.

**PROJECT ROGERS** Inuagurated October 1, Project Rogers is designed specifically for eighteen ninth-graders at Rogers High School with demonstrated academic abilities, though attendance and self-esteem may be troublesome. Counseling and parental involvement are stressed in order to promote student success.

**CROSSWALK EMPLOYMENT READINESS PROGRAM** A multi-service center for street youth in Spokane, Crosswalk is sponsored by the Volunteers of America, South 109 Jefferson. District 81 provides a one-half time teacher, while other funding comes from the Office of Juvenile Justice and Delinquency Prevention and the Department of Social and Health Services.

**REAL SCHOOL** The district's student services department assigns 60 students to this alternative high school program that is designed for those who do not succeed in traditional schools. Real School is located in the YWCA building.

**THE BRIDGE ALTERNATIVE SCHOOL** Juvenile offenders referred by the juvenile court are served primarily at the Bridge School. Approximately 40 students are enrolled, and those completing the school are eligible for either a high school diploma or a general equivalency diploma.

**SPECIAL EDUCATION TRAINING RESOURCES IN VOCATIONAL EXPOLORATION** The "STRIVE" program provides a variety of vocational training experiences for special education students between the ages of 16 and 21. Designed to enhance handicapped students' vocational readiness, the program includes some work experience in community organizations.

**PROJECT WAGE** Students qualifying for this "Work Appreciation

and Goals Exploration" project work in government or nonprofit agencies, while earning federal minimum wages. Project WAGE provides other support services including summer school tuition, medical and dental payments, tools, equipment, uniforms, and bus passes, when needed to maintain work responsibilities or job searches.